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ABSTRACT

Over the last 15 years, employment perspectives for psychologists have changed dramatically. To investigate training and employment patterns in 56 universities and 48 private corporations, questionnaires were completed by graduate training program chairmen and the directors of human resource management in business. The questionnaire was designed to elicit information about training and employment patterns over the next 5 years as well as linkage strategies. An analysis of the results showed that with the exception of school psychologists, employment opportunities for newly graduated and experienced psychologists will continue to be limited for the next 5 years, both in academia and in large corporations. Recommendations to improve training policies and procedures include adopting an information management model, developing planned program revisions, presenting workshops to prospective employers, and developing internship programs. Recommendations to improve employment opportunities include developing internships, encouraging students' marketability through a diversified curriculum, identifying mentors/role models, and developing advisory groups and linkage programs with academia. (BL)

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EMPLOYMENT PERSPECTIVES FOR COUNSELING, DEVELOPMENTAL, EDUCATIONAL, AND SCHOOL PSYCHOLOGISTS

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ABSTRACT

Employment opportunities for graduating academic psychologists have been on the decline for the last fifteen years. The employment opportunities have shifted to various non-academic settings. Information regarding the employment opportunities at the larger research universities and at the larger corporate employers is reported. The results suggest that employment opportunities for selected newly graduated and experienced psychologists will continue to be limited for the next five years, except for educational psychologists.

Over the last fifteen years dramatic forces have changed the employment perspectives for applied behavioral scientists such as counseling, developmental, educational and school psychologists. In so changing the employment patterns, the training demands have been obliged also to change. The historical professional employment objectives have been for counselors, the VA or a counseling center; for developmental and educational psychologists, a professorship; and for school psychologists, a position with a comprehensive school system. The pre-professional training followed traditional guidelines, i.e., teaching, service, and research in academia and professional skills in practitioner settings. Thus, those entering employment in academia or with the VA appeared to seek diverse objectives such as academic freedom, the opportunity to do research and the steady pace of life. At the same time, little interest in management by objectives and accountability was evidenced by the academically oriented training programs. Indeed, the academic-press produced an ethic which made employment of selected applied behavioral scientists in industry unusual and somewhat less than desirable.

Over the same fifteen years numerous agencies, associations, professional groups, and individual scholars have warned the educators and trainers about dramatic, powerful changes in the patterns of employment of psychologists (e.g., Banikiotes, 1975, 1977, 1980; Cartter, 1971; Little, 1972; NRC, 1967, 1980; NCES, 1980; Stapp, Fulcher, Nelson, Pallak, & Wicherski, 1981). As early as 1967, the National Research Council reported on the high "production rates" of psychologists through arts and science departments. Later it became apparent that colleges of education were also preparing selected applied behavioral scientists at an extremely high rate (NCES, 1980; NRC, 1981). APA issued strong warnings about the pending glut in academia (Little, 1971). For numerous reasons (e.g., academic skepticism over the accuracy of the data, a belief that one's own program was not the one to be

reduced, and a delay in setting up regional planning commissions), constructive reactions to the pending oversupply of trained professionals did not impact upon the managers of training programs (Stilwell, 1982).

Throughout this period associations and individuals tried to describe the current and anticipated employment patterns. Stapp and her associates have taken a strong leadership role in collating and disseminating the data on the training and employment character of the psychology professionals (e.g., Stapp, Fulcher, Nelson, Pallak, & Wicherski, 1981; Stapp & Fulcher, 1982). The employment patterns for selected applied behavioral scientists can be characterized as (1) gloomy, (2) shifting from academia to non-academic settings such as community mental health centers and industry, (3) less research possibilities, and (4) more opportunities for woman and minorities (Stilwell, 1982). At the same time, specific efforts have been undertaken to understand the training and employment patterns of selected professionals. For example, Banikiotes has tracked the evolution of training and employment for counseling psychologists and found that more and more are being trained and employed in non-academic, non-VA mental health settings, e.g., community mental health centers, health maintenance organizations, and private practice. Counseling psychologists have expressed great concern about their future contributions to their profession and to humanity (e.g., Chafetz, Ochs, Tate, & Niederehe, 1982; Holland, 1982; Resnick, 1982; Tanney, 1982; Toomer, 1982; and Whiteley, 1980). For similar examples, Kicklighter (1976), Ramage (1979) and, more recently, Winikur (1982) have reported on the gathering power and expanding new roles for school psychologists. More work on training and employment patterns appears to be needed for developmental and educational psychologists. Overall, the employment demands have changed for many of the applied behavioral scientists. In so changing the employment patterns for applied behavioral scientists, the training demands have been obliged to change also.

To date, little systematic data have been collected and published on how selected applied behavioral scientists--counseling, developmental, educational, and school psychologists--are trying to meet the shifting demands in training and employment. The overridding question is: How are we preparing our program graduates for the new marketplace? and its corollary: How are we preparing new marketplaces for our program graduates? The present study allows us to examine selected training and employment patterns for the 100 leading research universities and the 100 largest corporate employers and how these two groups are trying to promote a stronger linkage.

METHOD

Subjects.

Two distinct populations provided data for this study of training and employment patterns of selected applied behavioral scientists. The two groups were: the 100 largest (Carnegie I and II) research universities' departments involved in the preparation of selected applied behavioral scientists, with the assumption that their prestige and program size would provide leadership in preparing graduates to work in academic and in non-traditional work settings (APA, 1982; Carnegie Council, 1976); and the 100 largest U.S. employers, with the assumption that their prestige and size would provide leadership in employing selected behavioral scientist graduates (Forbes, 1981).

Instrumentation.

The authors prepared a two page questionnaire which had two purposes. The first objective was to gather information on the graduate training programs' and the corporate employers' anticipated training and employment patterns over the period 1981-1986 for selected behavioral scientists. Specifically, the responding graduate training programs were asked to indicate the number of graduate student openings for each year, the number of current doctoral students

in each area, the number of anticipated graduates, the number of position openings for "new" professionals, the number of openings for experienced professionals, and the number of anticipated retirements. The second objective was to gather information on academia-business linkage strategies. The authors prepared a list of 20 possible strategies to cope with changing employment patterns for selected applied behavioral scientists. Each participant was asked to indicate which of the 20 coping strategies they had used. Space was provided for fill-in-the-blank responses and for the participant to indicate whether a copy of the report was desired.

Procedure

A cover letter and survey questionnaire were sent to the Department Chair in academia or to the Vice President/Director of Human Resource Management in business. Two months later the same questionnaire and a new cover letter were sent to the non-respondents.

RESULTS

Selected data on training and employment patterns in academia and in business are discussed in this section. Training patterns include doctoral level programs for the four selected applied behavioral scientists. Employment patterns include anticipated hiring and retirement decisions in academia and in industry for the 1981-1986 period. Typically the Department chair responded to the academic questionnaire and the Human Resource Manager or a representative completed the business questionnaire. The data were collected from 56 of the 100 largest research universities and 55 of the 100 largest corporate employers. Seven of the corporate participants indicated that due to reductions in workforce they would be unable to complete the questionnaire. The corporate analysis included the 48 useable forms. Each table will be briefly discussed.

Table 1 presents data on the training patterns planned for counseling, developmental, educational, and school psychologists for the 1981-1986 period.

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Insert Table 1 about here

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The number of responding programs for counseling, developmental, educational, and school psychology was 26, 39, 17, and 16, respectively. The table reveals a wide variety of admission patterns for the different training programs. The range for the four programs is from zero to 30, probably reflecting the different emphases among the selected research universities. On the average, the larger professional training programs prepare counseling and school psychologists (means of 35.6 and 30.2 students, respectively), while developmental and educational psychology appear to have smaller program sizes (means of 19.0 and 26.3, respectively). The average number of graduates from each of the four programs appears to approximate the number of students admitted to the programs, with the exception of school psychology which is graduating about twice as many students as the programs appear to be admitting.

Table 2 presents data on the academic employment patterns planned for counseling, developmental, educational, and school psychologists for the

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1981-1986 period. The table reveals a wide variety of employment patterns for the different academic programs. The range for the four programs is from zero to 6, probably reflecting the different program sizes at the selected research universities. On the average, counseling and developmental psychology programs anticipate employing more "new" doctoral-level psychologists as faculty members (means of 1.0 for both programs), than the educational and school psychology training programs appear to anticipate hiring (the mean

is less than one full faculty member per year). The typical professional training program anticipates hiring only zero to one selected applied behavioral scientist during the five years included in the present study. The employment pattern for experienced psychologists in each of these four professional areas is similar to the anticipated employment pattern for inexperienced psychologists. The retirement situation shows on Table 2 a pattern which indicates the anticipated retirements range from zero to four in the counseling, developmental and educational psychology training programs. The retirement patterns appear to vary widely, except among school psychology training programs where the anticipated retirements are low.

Table 3 presents data on the business employment patterns planned for counseling, developmental, educational, and school psychologists for the

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1981-1986 period. The table reveals a narrow range, zero to three, of employment patterns for the recently graduated, inexperienced applied behavioral scientists, except for educational psychologists. The range for the four programs is from zero to 5 for applied behavioral scientists, with the educational psychologists gathering the greatest range of employment opportunities. The employment pattern in industry appears to favor the hiring of experienced rather than inexperienced professional psychologists, especially educational psychologists. Among the 100 largest corporate employers neither the developmental nor the school psychologists appear to enjoy any employment opportunities. Indeed, an examination of the anticipated retirements on Table 3 suggests that historically counseling psychologists have been hired by industry. Whether any developmental, educational, or school psychologists have been hired is beyond the data which shows that only one will retire from these large

employers over the five year period.

The respondents were also asked to indicate which of 20 different linking strategies they used to cope with the changing employment patterns for selected applied behavioral scientists. The results are presented in Figure 1. The academic programs appeared to be more involved in the changing

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marketplace for the psychologists specified in this study. For example, the professional training programs appeared to recommend strongly the use of the following linkage strategies: advising students about the shifting marketplace (89% of the respondents), encouraging a broader curriculum to enhance the program graduate's employability (64%), offering courses in consultation skills (38%), and offering professional courses at the human service agency site (34%). In contrast, the corporate employers appeared to recommend strongly student enrollment in business administration coursework (33% of the respondents), establishing internships in selected industrial sites, and advising students about the changing applied behavioral scientist's professional marketplace. The two groups of respondents appeared to agree on the need for students to take more coursework in business administration. An unanticipated response was obtained from the professional training programs: 36 percent recommended the reduction of program size.

DISCUSSION AND RECOMMENDATIONS

The foregoing data offer a generalized picture of training and employment patterns for four selected applied behavioral scientists--counseling, developmental, educational and school psychologists. It must be pointed out that the two distinct populations restrict our ability to generalize our findings beyond either major research universities or major corporate employers.

Indeed, the present limitation suggests the need for numerous, specifically detailed examinations of the training and employment patterns among other university and employment settings. A second limitation was created by our use of four professional labels to gather information about business employment patterns. For the business respondents, the terms might have been less than completely meaningful. This latter limitation suggests the need for seeking information by skills, interests, or accomplishments.

Training patterns

Training patterns for selected applied behavioral scientists appear to reflect a broad spectrum of considerations. The variety of responses suggest uniqueness among the responding institutions. In the area of admissions, the data showed a wide range of patterns, probably depending upon the expertise of the responding university's psychology program faculties. The ratio of average program openings to the average number of students suggests that professional training programs require about four years of graduate training (e.g., educational psychology reports admitting about two students per program and carries a student load of about eight students per program). With the exception of school psychology, the graduate training programs graduate about the same number of students as they admit. Still, the training patterns for the selected applied behavioral scientists appeared to be functioning in such a manner as to oversupply the potential employment market, at least among the comparable research universities and among the larger corporate employers. Further, the results suggest that among the larger research universities, selected doctoral programs are engaged in a planned reduction of staff. Given the patterns of data collected in this study, a number of training policy and procedures need to be modified to facilitate the wise use of financial and human resources. In the area of training, the following recommendations are made:

1. adopt an information management model for collection of information on program graduates (e.g., how many are leaving the state? How many are finding employment in academic settings? How many are gaining employment in mental health agencies, government, business, and private practice?);
2. adopt a policy for planned program revision on a three to five year schedule (e.g., add learning experiences in consultation, family systems, ethnographic analysis, and business administration and drop courses which are no longer needed by the graduated professional applied behavioral scientist);
3. present workshops on how to present applied behavioral scientist skills to non-traditional employers (e.g., Stanford's Career Planning and Placement Center's program for Ph.D.'s); and,
4. invite mentors from non-academic settings to work with selected program students (e.g., how can preprofessional program evaluators benefit from a mentoring relationship with an employed evaluator from the industrial setting?).

Employment patterns

Employment patterns for selected applied behavioral scientists appear to reflect a broad spectrum of considerations. The variety of responses suggest uniqueness among the responding academic and corporate employers. In the area of hiring "newly-minted" applied behavioral scientists, the data showed a fairly low employment rate in academia and a nearly zero rate in industry, except for educational psychologists. Inexperienced applied behavioral scientists will find a tight marketplace in academia. The similar bleak picture is painted for the hiring of experienced applied behavioral scientists either in academia or in business. Indeed, the data suggest that new psychologists will be hired to replace the retiring professional staff.

Thusfar, the retirement patterns in industry suggest that only counseling psychologists will be retiring during the five year period, possibly because industry has only recently begun to hire applied behavioral scientists. With the exception of educational psychology, industry seems to be less than willing to hire selected applied behavioral scientists. Possibly with professional skills and interests specified in the questionnaire, rather than professional labels, the pattern for employment in industry over the five year period would be different. In the area of employment, the following recommendations are made:

1. develop more internships in industrial settings;
2. advise students to expand their curriculum thereby enhancing their saleability with industry and other non-academic employers;
3. identify role models from non-academic settings to describe their methods for adapting their academic preparation to the business setting;
4. establish jointly sponsored industry-professional association-academia program advisory groups; and,
5. support programs which lead to cross-over between industry and academia.

SUMMARY

The present study was an attempt to examine the supply and demand for selected applied behavioral scientists--counseling, developmental, educational, and school psychologists. Employment opportunities at the major research universities for recent Ph.D.'s and for experienced Ph.D.'s, not unexpectedly, appear to be on a decline. Employment opportunities at the 100 largest corporate employers appear to be unusually low, almost as if the professions will want to educate these potential employers on the skills of selected applied behavioral scientists. Indeed, the present and projected employment patterns suggest that training programs must encourage students to develop

career enhancing, marketable skills which will make them more attractive to direct human service and industrial employers. Academic programs can benefit from careful analysis of their training and graduates' employment patterns. As the "language" of psychologists in non-traditional settings such as industries and HMO's is learned, further examination of academia's and industry's employment needs for psychologists must be undertaken into such areas as different (i.e., smaller, more functionally specific) university and industry populations.

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Table 1. Annual means and ranges for supply of selected Ph.D. applied behavioral scientists enrolled at the 100 largest research universities for the 1981-1986 period.

	New Admissions	FT and PT Ph.D. Students	Anticipated Graduates
Counseling Psychology N = 26	X = 8.6 0 to 25	X = 35.6 0 to 95	X = 6.7 0 to 17
Developmental Psychology N = 39	X = 5.1 0 to 30	X = 19.0 0 to 120	X = 5.1 0 to 30
Educational Psychology N = 17	X = 6.4 0 to 20	X = 26.3 0 to 70	X = 3.7 0 to 10
School Psychology N = 16	X = 4.9 0 to 15	X = 30.2 0 to 97	X = 9.7 0 to 91

N = Overall 56 different research universities responded.

Table 2. Annual means and ranges for demand of selected Ph.D. applied behavioral scientists employed by the 100 largest research universities for the 1981-1986 period.

	Openings for Inexperienced Ph.D.	Openings for Experienced Ph.D.	Anticipated Retirements
Counseling Psychology N = 26	X = 1.0 0 to 6	X = .27 0 to 1	X = .73 0 to 4
Developmental Psychology N = 39	X = 1.0 0 to 5	X = .23 0 to 1	X = .41 0 to 3
Educational Psychology N = 17	X = .71 0 to 2	X = .18 0 to 1	X = .88 0 to 3
School Psychology N = 16	X = .75 0 to 2	X = .25 0 to 1	X = .19 0 to 1

N = Overall 56 different research universities responded.

Table 3. Annual means and ranges for demand of selected Ph.D. applied behavioral scientists employed by the 100 largest corporate employers for the 1981-1986 period.

	Openings for Inexperienced Ph.D.	Openings for Experienced Ph.D.	Anticipated Retirements
Counseling Psychology	X = 0 0 to 0	X = .23 0 to 3	X = 0.21 0 to 1
Developmental Psychology	X = 0 0 to 0	X = .042 0 to 1	X = .021 0 to 1
Educational Psychology	X = .125 0 to 3	X = .188 0 to 5	X = 0 0 to 0
School Psychology	X = 0 0 to 0	X = 0 0 to 0	X = 0 0 to 0

N = 48 reporting corporate employers

Figure 1. Percentage of academic programs and corporate employers using selected strategies to cope with the changing employment patterns of selected applied behavioral scientists

Academic Programs	Corporate Employer	Recommended Strategy
89	23	Advises students about possible employment patterns
18	6	Offers seminars on gaining employment in government/business
2	0	Offers courses in setting up private practice
38	6	Offers course in consulting skills
11	6	Offers courses at government/business setting
34	4	Offers courses at human service agency setting
13	8	Offers course in personal job seeking in traditional and nontraditional settings
7	0	Offers selected courses to potential employers (e.g., research methods, intro to counseling, individual differences
29	10	Appoints business/agency leaders to adjunct/volunteer faculty
25	25	Establishes internship sites in selected industrial sites
27	2	Establishes multidiscipline internship in human service agencies
29	33	Encourages students to take courses in business administration
64	14	Encourages broader curriculum to enhance job potential
29	6	Encourages more focused curriculum to enhance job potential
23	0	Requires "refereed publications" during graduate training program

Academic Programs	Corporate Employer	Recommended Strategy
5	4	Supports sabbaticals or "personnel loans" between academia and school districts
9	6	Supports sabbaticals or "personnel loans" between academia and human service agencies
5	17	Supports sabbaticals or "personnel loans" between academia and business/government
27	4	Recruits foreign students
36	0	Reduce program size
52	10	Wants copy of results

N = Data obtained from 56 research universities and 48 corporate employers.

NOTES

1. Report of the Professional Employment Committee funded by American Educational Research Association Division E.

2. Doctoral student, Department of Educational and Counseling Psychology, College of Education, University of Kentucky.

3. Professor and Acting Associate Dean for Graduate Studies, College of Education, University of Kentucky.